



PENINSULA COLLEGE

Early Childhood Education Program Review

February 22, 2021

TABLE OF CONTENTS

Program Overview _____ 1

Degrees & Certificates _____ 1

Staffing _____ 2

Workforce Trends _____ 2

Active Advisory Committee _____ 2

Accreditation Requirement _____ 2

Assessment and Improvement Planning _____ 3

Conclusion _____ 7

EARLY CHILDHOOD EDUCATION

Program Overview

There are two parts to program review

1. Program viability
2. Program learning outcomes assessment

The Early Childhood Education (ECE) program prepares students for employment as preschool teachers and leaders of childcare centers. Students enrolled in the Early Childhood Education (ECE) Program complete course work that combines theory and practical experience in working with young children and their families. ECE courses are based on Washington State Skill Standards for the Early Childhood and School-Age Care Professions.

Degrees & Certificates

1. Early Childhood Education AAS Degree
2. Early Childhood Education Certificate
3. Short Term ECED State Certificate-Initial
4. Short Term ECED Certificate of Specialization-General
5. Short Term ECED State Certificate-Infants and Toddlers
6. Short Term ECED State Certificate- Family Care
7. Short Term ECED State Certificate-School Age Care

Enrollment and Student Achievement

CYBERSECURITY	2016-17	2017-18
Enrollments ECED	152	117
Enrollments EDUC	65	64
ECED Class Success Rates (2.0 or above)	81%	91%
EDUC Class Success Rates (2.0 or above)	92%	92%
Retention-Fall to Fall	50%	67%
Completion-Degree/Certificate Attainment	67%	67%

Review of ECE student enrollment and class success rates show improvement overtime, likely due to addition of rubrics, improved assignment instructions including instructor video presentations of each assignment. Areas for improvement include fall to fall retention and degree/certificate attainment.

EARLY CHILDHOOD EDUCATION

Staffing

The Early Childhood Education program is currently staffed with one full-time, one-part time and one Integrated Basic Skills Training (IBEST) faculty. The expanded use of online learning technologies has reduced the need for in class technical support, infrastructure, and equipment costs previously required to deliver ECE courses via interactive television.

Workforce Trends

Early Childhood Education jobs in Washington State are in demand with an average annual growth of 1.9% from 2018-2028. Potential positions include Childcare Provider, Preschool Teacher, Childcare Supervisor, and Classroom Assistant. The Bureau of Labor Statistics (BLS) projects Early Childhood Education jobs will increase by 2% between 2019-2029.

Active Advisory Committee

The Early Childhood Education program has an active and engaged advisory committee. Members include representatives from Little Explores Children's Center, 5 Acre School, Head Start, Early Head Start, Early Childhood Education and Assistance Program and Early Childhood Development Center.

Accreditation Requirement

The ECE program teaches core competencies as guided by the Washington State Department of Early Learning for early care, education and school-age professionals.

Program Currency

The program is highly responsive to workforce development in the area of early childhood education. This is evidenced by ongoing collaboration with employers to revise the curriculum and boost students' knowledge and skills in caring for young children through alignment with national standards and Washington State's Early Learning Core Competencies. Long term-viability is high due to flexible delivery methods and ongoing demand for qualified and credentialed childcare workers on the Olympic Peninsula. The program currently receives funding support from the SBCTC Early Achievers Grant Program. Grantees of the Early Achievers program generate 3-4 FTE per year.

Long-term viability of the program is high due to:

- growing employer demand for early childhood educators
- increasing credential requirements for childcare workers
- high national job growth projections with strong advisory committee support
- employer satisfaction with graduate preparation for ECE jobs
- positive reputation in the local community

EARLY CHILDHOOD EDUCATION

Assessment and Improvement Planning

Course SLO Reports

Review of the Early Childhood Education course SLO reports show they are current and document continuous improvement planning. For example, ECE course SLO reports showed the following improvements.

1. We discovered several class assignments needed to be updated to aligned with outcomes.
2. Updated textbooks to align with the class outcomes and provide more current information.
3. Needed to make class documents and syllabi more accessible for screen readers
4. Matched layout of all ECE classes for consistency so they align and students can find content in the same place in each class.

Curriculum Map

The Early Childhood Education curriculum map is current and documents where students achieve program outcomes within individual classes.

CURRICULUM MAP																											
Curriculum Maps represent where students are given the opportunity to achieve the outcomes, from introduction to mastery, as they proceed through the curriculum.																											
Program/Area of Study: Early Childhood Education																											
Degree/Cert: AAS																											
Reporting Year: 2018																											
Program Learning Outcomes: Program outcomes should be measurable and specify what the student is expected to know upon completion of the program. Outcomes should be detailed, meaningful enough to guide program improvement, teaching and learning.																											
Course Numbers/Program Requirements: Type one of the following outcome categories for each class and outcome. I= Outcome Introduced (I): Students are introduced to the idea, concept or skills related to the outcome at the general or basic level. R= Outcome Reinforced (R): Students learn additional information related to the outcome. They may synthesize ideas or demonstrate a skill at a novice or intermediate level. M= Outcome Mastery (M): Students are required to demonstrate their ability to perform the outcome with a reasonably high level of																											
List Program Learning Outcomes Below. List course ID in the dark gray cells on the right (example ENGL&101, MEDIA 110)	ECED& 105	ECED& 120	EDUC& 115	HUMDV 101	ECED& 107	ECED& 160	ECED& 170	ECED& 190	ECED& 180	EDUC& 130	EDUC& 150	ENGL& 101	FA 105	FA 180	PSYC& 100	ECED 146	EDUC& 203	ECED 161	Natural Science	ECED 147	EDUC 206	MATH 106	MATH& 107	MATH 108	SOC 115	ECED 260	
Promote child development and Learning	I	I	R			R	R	I	R	R					R	R	R	R		R							M
Build family and community relationships	I										R					R											M
Observe, document, and assess to support young children and families	I	I	I		I			I		I						R	R			R							M
Use developmentally effective approaches	I	I			I	R	R	I	R	R	R					R		R		R							M
Use content knowledge to build meaningful curriculum	I					R			R							R		R		R							M
Become a professional	I	I				R	R	I	R	R	R					R	R	R		R	R						M
Communicate in writing for a variety of purposes and audiences	I	R	R	R	I	R	R	R	R	R	R	R				R	R	R		R	R						M
Demonstrate competencies to succeed in the selected career pathway workplace		I				R	R	I	R	R	R		R	R		R	R	R		R	R						M
Apply basic computational skills to practical applications																						I	I	R			
Work cooperatively and collaboratively with others																									I		

EARLY CHILDHOOD EDUCATION

Early Childhood Education Academic Unit Program Review (AUPR)

The 2018-2020 Early Childhood Education AUPR is complete and documents several improvements and results from SLO assessment.

Area of Study and/or Program Outcomes (Fill in this box with a program or area of study outcome)	Method of Assessment & Planned Criteria (How will you assess the outcome and what will success look like?)	Improvements (What improvements will you make to meet the planned criteria)	Results (Tableau data and/or results from Course SLO Reports)	Analysis/Narrative of Results (Use results from Course SLO Reports)	Improvement Plan (Use results from Course SLO Reports)	New Funding
Promote child development and Learning	ECED& 160 In the lesson plans section of the curriculum unit project 80% of students will score 30/35 on seven lesson plan rubrics	Even though 80% of the students met the lesson plan rubrics assessment criteria I plan to have them practice writing the procedure part of the lesson plans in small groups and doing peer reviews. This will support student's skills on handling unexpected behaviors during the presentation of a lesson plan.	80% of the students scored at least 85% or higher in the procedure part of the lesson plans.	Having students work together to practice writing procedure part of the lesson plan supported them in understand the concept better.	70% of students' lesson plans for each different development area scored 80% on lesson plan rubric on listing standards and principles for which the activity is trying to achieve. Next time this course is taught the standards and principles for each developmental area needs to be expanded for students to increases their understanding of the concepts	
Build family and community relationships	EDUC 150	Utilize group project on 3 forms of communication to families.	Created a family and project that utilizes 3 forms of communication to families.	There is a need for students to learn fundamental principles of fairness and justice, and work to eliminate structural inequalities that limit equitable learning opportunities.	Develop an "advancing equity in early childhood education" course	

EARLY CHILDHOOD EDUCATION

Area of Study and/or Program Outcomes (Fill in this box with a program or area of study outcome)	Method of Assessment & Planned Criteria (How will you assess the outcome and what will success look like?)	Improvements (What improvements will you make to meet the planned criteria)	Results (Tableau data and/or results from Course SLO Reports)	Analysis/Narrative of Results (Use results from Course SLO Reports)	Improvement Plan (Use results from Course SLO Reports)	New Funding
Observe, document, and assess to support young children and families	ECE 190 Child focus assignment. Successful students will score 80% or higher on the Child Focus Unit assessment rubric	Students will use observation tools for a child focus assignment to observe a child in an early learning classroom.	On the Child Focus Unit 77% of the students received 75% or higher on this assignment.	On the final exam questions that requires students to determine an objective conclusion based on the provided anecdote and the question that required students to pick an anecdotal note that support a conclusion, more than 50% of the students missed one or both of the questions.	On the final exam questions that requires students to determine an objective conclusion based on the provided anecdote and the question that required students to pick an anecdotal note that support a conclusion, more than 50% of the students missed one or both of the questions. The next time the class is taught, in-class practice to identify objective conclusions and anecdotal notes that support a conclusion will be intergraded into the seminar.	
Use developmentally effective approaches	ECED 147 Practicum	Working with IT to move the ECE classrooms from ITV to Zoom for the delivery to the Forks and Port Townsends campuses	All face to face courses have moved to Zoom format for off-site delivery.	The Zoom has been successful in supporting students making it to class. When they normal won't be to attend class they have been able to join with Zoom.	Include more zoom options for students in online courses.	
Use content knowledge to build meaningful curriculum	ECED& 160 In the weekly plans section of the curriculum unit project 80% of students will score 48/60 on rubrics.	Based on the questions I received from students on the four weekly plans I notices that I need to provide feedback on each weekly plan before students submitted the	100% of students that created four weeks of curriculum plans scored at least 90% or better in the	70% of students' lesson plans for each different development area scored 75% on lesson plan rubric on listing	After reviewing the SLO assessment results, we noticed many students struggled with lesson planning under making modifications for	Gain annual subscription to Teaching Strategies GOLD Assessment System.

EARLY CHILDHOOD EDUCATION

Area of Study and/or Program Outcomes (Fill in this box with a program or area of study outcome)	Method of Assessment & Planned Criteria (How will you assess the outcome and what will success look like?)	Improvements (What improvements will you make to meet the planned criteria)	Results (Tableau data and/or results from Course SLO Reports)	Analysis/Narrative of Results (Use results from Course SLO Reports)	Improvement Plan (Use results from Course SLO Reports)	New Funding
		assignment. The next time I teach this class I will build in rough draft submissions for the weekly plans	curriculum plans rubric.	modifications and accommodations for the activity.	different children's skills and abilities. Looking at the rubrics I lumped too many different components of the lesson planning together so it was unclear to students which components need to be fixed. I will create a more robust rubric for lesson plans so students can clearly see which areas they are doing well in and which areas need to be fixed.	
Become a professional	ECED 260 Practicum	I want to work with students to gain knowledge of the Teaching Strategies GOLD Assessment System. This online data base is used by professional in Washington state. Having access to this system and training them to use it will make them more employable.	This outcome is difficult to measure so will work with advisory committee to revise outcome.	Add outcome review to advisory committee meeting agenda	Add outcome review to advisory committee meeting agenda for spring 2021	
Communicate in writing for a variety of purposes and audiences	IBEST ECED 105 program thesis paper rubric and multiple drafts with feedback. Successful students receive a 80% or higher on the assignment.	Students met the assessment criteria. The current process of submitting multi drafts that the IBEST instructor provides feedback on and having a peer view exercise before the assignment is submitted	For Fall quarter 80% of the students received a 80% or higher on the assignment.	IBEST has multiple drafts with feedback set up for this assignment and the students that submit the drafts for the paper score above 80%	The IBEST instructor did not assign points to the draft submission and there was a drop in students that turned them in. Next time this course is taught the draft submission will have assigned points	

EARLY CHILDHOOD EDUCATION

Area of Study and/or Program Outcomes (Fill in this box with a program or area of study outcome)	Method of Assessment & Planned Criteria (How will you assess the outcome and what will success look like?)	Improvements (What improvements will you make to meet the planned criteria)	Results (Tableau data and/or results from Course SLO Reports)	Analysis/Narrative of Results (Use results from Course SLO Reports)	Improvement Plan (Use results from Course SLO Reports)	New Funding
		for final grading provides students the opportunity to received 80% or higher on the assignment. This process will continue when the course is taught.			to them to encourage students to submit their drafts.	
Apply basic computational skills to practical applications	ECED 161 IBEST instructor provides 10% of the class instructional time working on basic mathematical skills and math anxiety.	Develop a pre and post assessment to determine if the IBEST instructional time is enough to increase students' mathematical skills and reduce their math anxiety.	80% of students reported at the end of the course that they felt less anxiety around mathematical concepts.	Many ECE students struggle with their math skills and have to retake math course over.	Work with IBEST instructor to provide math support to students through ZOOM	Funds to pay IBEST instructor to provide support in math courses
Demonstrate competencies to succeed in the selected career pathway workplace	ECED 260 Practicum	Students need to be able to score at least 85% on the mentor teacher evaluation.	90% of students will receive a score at least 85% on the mentor teacher evaluation.	After reviewing the learning outcomes the mentor teacher evaluation under their comments showed that some mentor teachers didn't understand beforehand what all the student's needed to be doing during their lab time.	Develop a handbook for mentor teachers that explains each practicum course to the mentor teacher.	

Conclusion

This program review demonstrates the Early Childhood Education faculty actively assess SLOs and implement improvements that support student success and academic excellence. The program is in-demand with high potential for job growth over the next 8 years. The program focuses on student success and workforce development for the college's service area and beyond. Labor market data and community input provide evidence that the program is popular with employers and students. Program level assessment showed the following gaps that are currently being implemented.

EARLY CHILDHOOD EDUCATION

1. Identified a need to review and update program outcomes with advisory members.
2. We noted students were not grasping the concepts of teaching to dual language learners so recognized a need for ECE students to learn fundamental principles of fairness and justice, and work to eliminate structural inequalities that limit equitable learning opportunities. This aligns with the National Association of Education of Young Children to address equity and inclusion across the field of early childcare. A new course focused on “advancing equity in early childhood education” course will be added to the program.
3. Developing a mentor teacher handbook to help clarify procedures.